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ABSTRACT

The document presents guidelines to aid elementary and secondary classroom teachers as they develop activity centers in economic education. An activity center is a designated area of a classroom or building where students work individually or in small groups on activities designed to achieve certain objectives. The document is presented in two sections. Section I defines activity centers, explains how to design economic education activity centers, and stresses advantages of the activity center teaching method. Advantages are that activity centers are ideally suited to an interdisciplinary approach to learning because they are individualized, self-contained, and flexible in content and organization. Section II explains how to make activity centers attractive and interesting to students and useful to other teachers. Sample forms are presented for listing all activity center project components. Forms are offered for objectives, card titles, description of the physical arrangements of the center, activity cards, bibliography of resource materials, and a copy of all materials developed or modified for use in the center. (Author/BC)

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DEVELOPING ECONOMIC EDUCATION ACTIVITY CENTERS

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Prepared by

John E. Guenther
Patricia A. Hansen

SP 010 772

The University of Kansas
Center For Economic Education

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PART I

ECONOMIC EDUCATION ACTIVITY CENTERS

DEFINITION

Briefly defined, an activity center is a designated area of a classroom or building where students work individually or in small groups on activities designed to achieve certain objectives. An activity center is normally self-contained and consists of all the materials and equipment needed to complete the designated learning experiences. In general, an activity center will have as its focus one specific concept or skill.

COMPONENTS

Activity centers are designed to individualize instruction in the classroom. With this goal in mind, they contain the usual components of an individualized learning program. Although not the only method of individualizing instruction, they are gaining widespread acceptance among educators.

The activity center components that make individualized instruction possible are as follows:

1. Explicit objectives and student directions.
2. Diagnostic assessments.
3. A variety of activities presenting the student with choices and alternatives.
4. Continuous student progress checks and feedback.

ASSUMPTIONS

Activity centers present certain advantages over other organizational arrangements. Some of the advantages of activity centers to both the student and teacher are listed below.

Activity centers are designed to:

1. Provide program flexibility by allowing students to progress at their own rate and move from activity center to activity center as needed.

2. Provide optional activities to meet the individual needs and interests of the student.

3. Provide optional grouping patterns to maximize individual and small group learning processes.

4. Provide constant feedback to students.

5. Provide continuous personal student involvement in the learning process.

6. Provide for more student responsibility and commitment to the completion of learning activities.

7. Provide a learning environment in which the teacher functions as a professional manager of learning experiences--freed to work individually or in small groups with students as needed.

ECONOMIC EDUCATION AND ACTIVITY CENTERS

Activity centers can be designed to teach virtually any concept or skill. Economic principles and concepts is unfortunately one of the most severely neglected areas of knowledge and skills in the public school curriculum. Correspondingly, functional economic understanding and skills are critical to effective social, political and economic participation in adult society. Students must be taught these skills if we continue to hold "developing effective citizenship" as a primary goal of American education.

So why activity centers and economic education? One principle reason is that economic education, if included in the traditional curriculum at all, is usually treated superficially at best on the elementary level, and only by one or two elective courses on the secondary level. Given this situation, the majority of our students are recieving little or no systematic education in economic principles, basic concepts or skills. Another reason is that economics, although traditionally considered a part of the social studies or vocational-technical curriculum, is relevant to and an appropriate part of all areas of the curriculum--language arts, math and science, and the practical and fine arts. These areas of education generally do not consider the role of economics in their discipline, nor do they purposely include some treatment of it in their programs. Activity centers, because of their individualized and self-contained nature, are ideally suited to this interdisciplinary approach to learning. Because of their contextual and organizational flexibility, they can be designed to purposefully and systematically integrate economic education into any classroom and any subject without detracting from the primary focus of the instructional design. For example, consider the following possible activity center topics:

Elementary Level	Secondary Level
Energy and Our Neighborhood	The Language and Style of Advertising
Natural Science and Man's Needs	

"Please, Mommy, Please!" (Stories about things people want)
$ Money, Money, Money $
Clocks and Coins
Banks and The Beatles? (Why their music sells well)
The American Dream: For Sale?
Barbie Dolls and G.I. Joe (Toy production and purchasing)
Dollars and Donuts--The Great Chase (Inflation)
"Someday My Prince Will Come" (Fairytales, Dreams and Advertising)
"Who Lives Where on Sesame Street?" (Homes and neighborhoods through reading)
"Bedknobs and Broomsticks" (Literature and media)
Urban Areas Around the World
Capitalism versus Socialism
Thoroughly Modern Math: Man and Computers
Science and Scarcity
Power of the Purse: Money and Politics
Art and Music of Affluence: The Roaring Twenties
Professional Athletics: The Richest Game in Town
"So Who Needs to Read?" (Mass Media and Literature)
It Doesn't Pay To Be An Artist
"Movin' On Up" (Social class, economics, and self-concept)
Mathematical Probability and Economic Prediction
"Build A Better Mousetrap" (Free enterprise system)

"Dollars and Donuts: The Great Chase"

Economic aspects of the different disciplines and critical decision-making about these issues can be integrated into all areas of the curriculum by the use of well-designed and carefully-prepared activity centers that focus student's thinking and inquiring on basic economic concepts and skills as they relate to different subject matter and skills. The successful development and use of these activity centers requires a strong sense of their purpose and knowledge of the characteristics and organization of specific learning activity centers.

PURPOSES

GENERAL CLASSIFICATION OF ACTIVITY CENTERS

As already indicated, activity centers are generally designed to teach one specific concept or skill. It is not unusual however, for a center to have a concept focus with related skill objectives. Although a center's focus may be on a certain concept and/or skill, how it is used (its purpose) will vary considerably from classroom to classroom.

Activity centers can be classified according to their major purpose--the intended use of the center by the teacher. The three general types of activity centers are identified as follows:

1. Concept Centers

They are generally designed to teach one specific concept. The center can be designed to supplement or support the stated "regular curriculum", or to teach a concept not considered a part of the basic program. Although most centers will have optional resources and activities, a center of this type would generally be considered part of the required classroom program; the center itself is not an option.

The major economic principles generally emphasized on the early elementary level are that: (1) everyone has economic wants, (2) each person is a consumer, (3) people are producers, (4) specialization is necessary for efficient production, and (5) production requires the use of resources. On the upper elementary level, the curriculum might include the economic concepts related to (1) economic systems in other countries, (2) national and regional economics and economic factors, and (3) the role of economics in historical and national development. Although economic concepts are classified in several widely diverse patterns, the above categories at least suggest one mode for integrating economic studies into the curriculum through learning activity centers. Also, each principle (or understanding) includes multiple, more specific concepts which need to be mastered by students in order to grasp the basic ideas and skills of economics.

Examples:

How Family Members Divide Jobs
Ways We Use Land
Government Services
Farming Around the World
The Third World
Neighboorhood Businesses
Families Must Make Choices
Natural Resources and World Power
Rich and Poor (Income Distribution)

The European Common Market: International Cooperation
Country Store and Supermarket: The Marketplace
Clouds and Crops: Weather Science and What People Produce
"Can We Afford It?" (Cost versus Price)
Things Families Need
Hotdogs and Hamburgers: What Does It Cost to Eat?
Advertising and Public Opinion: Who Decides What We Like?
"Not Enough To Go Around"
The Arab Oil Embargo
"Help Wanted?"
"Coffee, Tea or Milk?" (Why people make different choices)
Cities: The Great Markets of The World
"Who's Minding the Store?" (Ownership/ Management)
Inflation
"Rags to Riches" (Economic opportunity)
"The Space Age" (Technology, Industrial development and economic national growth)

2. Skill Centers

Although it is assumed that basic skills would be an essential part of a concept center, some centers are designed to teach one or more specific skills. Again, the center would likely have optional student activities, but in general the skill(s) would be considered an essential part of the regular program.

Examples:

Reading Labels
Metric Measurement
Locating and Interpreting Economic Information
Map Skills
Guarantees and Insurance (Reading policies, warantees, guarantees, etc.)
Using Mediums of Exchange
Figuring Prices and Costs
Economic vocabulary
Recognizing Economic Systems
War, Peace and Industry (Economic and historical Inquiry)
"Which Came First, The Chicken or the Egg?" (Economic cause and effect relationships)
Recognizing Earth's Natural Resources (Geography, geology, earth sciences)
Weights, Measures, and Values
Making and Keeping a Budget
Reading Graphs, Charts and Tables

3. Interest Centers

While the first two types of centers are designed to support (teach) the regular program, interest centers are provided on an optional basis to allow students to explore topics of particular interest. They enrich the required program and have as a major purpose increased student motivation. Students may be required to complete a certain number of interest centers of their own choosing.

Examples:

Television: Who Buys What We Watch?
Architectural Design: Building, Selling, and Buying Buildings
Mass Media Politics: Selling Presidents?
Occupations in Medicine and Health Care
Using the Newspaper Financial Pages
Social Values in Art and Music: "What will People Buy?"
What Do I Want? Who Am I? (Self-concept through personal wants and needs)
Sears, Montegomery Wards, et.al.: Modern Mass Marketing.
The High Price of Mental Health
Minerals
Unusual Sports of the World
Preparing Exotic Foods
Language and Style of Advertising
Organic Foods and Medicines
Musical Instruments
"What is the Family Worth?"
"Popular Media & Public Tastes: How Do We Know What We Want?"

OTHER TYPES

All activity centers can be identified/designated by the subject matter or skills to be taught, the activities to be completed or the type of media utilized. Every center, despite its title, however, can be classified as one of the three previously mentioned types.

Some titles often given to centers include the following:

1. Subject Centers - e.g., math, science, social studies.
2. Reading Centers
3. Drama or Role-playing Centers
4. Newspaper, Popular Media Centers
5. Game or Simulation Centers
6. Manipulative Centers
7. Listening Centers
8. Viewing Centers
9. Lab. Centers
10. Special Events Centers
11. Self-Concept Centers
12. Writing Centers

13. Readiness Centers

14. Display Centers

Economic Education is viewed as a viable subject for any type of activity center. While teachers assume the responsibility for individualizing instruction and teaching certain concepts and skills, they also assume the responsibility for utilizing the information and resources that their students will continue to use throughout their adult lives. A concept or skill is of real value only when it is understood or applied in the context of the practical world of daily life.

The principles, concepts and skills from economics, especially the practical aspects, are obviously highly appropriate and directly applicable to fundamental daily functioning and effective citizenship -- especially when meaningfully and comprehensively integrated into the total curriculum on all levels K-12. A principle mode for this integration is the learning activity center either focusing on or purposely including basic economic ideas and skills.

DESIGNING ECONOMIC EDUCATION ACTIVITY CENTERS

The purpose of this section is to provide instruction in the development of activity centers. As with all educational planning, there is a logical, systematic process to follow in developing the center. Please read this section carefully before beginning to develop your center.

The forms provided on pages 22 - 27 of this publication will be used to submit your plans for an activity center. The forms will assure a reasonably standard format and increase the possibility of disseminating your activity center to other interested teachers.

STEP 1: SELECTING THE PURPOSE

The first step in the developmental process is to determine the major purposes to be accomplished by the center (refer back to page 3).

Consider the following questions:

1. Why do I want to use an activity center?
2. What results do I expect from the activity center?
3. What type of activity center is most appropriate?
4. How will the activity center "fit in" with my regular classroom procedures?
5. How will I include economic education in the center?

STEP 2: PRELIMINARY ORGANIZERS

After the purpose for the activity center has been determined, and before the specific objectives have been written, it is helpful to consider some additional questions or guidelines related to activity center development. Although most of the guidelines or questions will be fully considered later in the developmental process, they help, at this point, to clarify the instructional decisions that must be made.

Consider the following questions:

1. What orientation will be necessary to prepare the students to work in the activity center?
2. How will the students be directed to the center? How will their behavior be monitored at the center?
3. How many centers will be necessary?
4. How will the centers be named and/or numbered or sequenced?

5. How many students will work in the center at any given time?
6. What materials are available for the center? What materials will have to be developed?
7. How will the objectives and activities be organized and presented to the students?
8. How will the students check and record their progress? What progress monitoring procedures will need to be developed?
9. How much student time will it take to complete the center activities?
10. What procedures will be necessary to checkout and inventory center materials?
11. How will the center be constructed? What physical arrangements will be necessary?
12. How will the center be stored for later use?
13. Will student or adult helpers or aides be available?
14. How can the center be constructed to create student interest, motivation and involvement?
15. How will the activity center work be displayed? Evaluated?

STEP 3: SELECTING THE FOCUS

After the purpose of the activity center has been determined, and other relevant criteria have been considered, the next step is to select the subject area, concept or skill that will serve as the focus for the center.

The selection of the focus reflects a value judgement on the part of the teacher. The selection of the focus implies, of course, that the concept and/or skill to be taught by the center is worthwhile and is an important component of the total educational program.

Subject Area _____

Concept/Skill _____

_____

Assign a title to the center

_____

STEP 4: ACTIVITY CENTER OBJECTIVES

As with all programs or procedures developed to individualize instruction, activity centers require the use of specific objectives. Both explicit directions and precise objectives are essential to the operation of a successful activity center. Since the activity center is ultimately designed to provide for (1) individual instruction; (2) student self-pacing

according to individual needs, abilities and progress rates; (3) optional activities and grouping patterns to maximize meeting needs or interests and learning processes; (4) continuous feedback to and personal involvement of students in order to encourage self-responsibility and commitment to learning; and (5) create a learning environment facilitating teacher functioning as professional manager of learning experiences freed to work directly with individual or small groups of students; activity center objectives, like those of other individualized instructional systems, must also meet the following additional criteria:

1. Activity center objectives must be written to the students in language which they will understand.

2. Activity center objectives must specify what behavior the student will be expected to do upon completion of the center.

3. Activity center objectives must specify the outcome or product of the specified behavior.

Example:

"When you (the student) have completed this activity center, you will be able to:

--tell why (behavior) children want different things at different times and for different reasons (outcome)."

For maximum success, center objectives should meet all these criteria so that students themselves can understand the complete learning program as they move through it. The forms on pages 22-26 must be submitted if your center is to be disseminated. Sample objectives are included in the example below.

ECONOMIC EDUCATION ACTIVITY CENTER #____

Economic Concept/Skill Division of Labor in Families

Center Topic: Families Provide for Basic Needs Level: Primary

Center Title: "We All Need Each Other"

Developer: Patricia Hansen School: University of Kansas

OBJECTIVES
After completing this activity center, your students should be able to:

1. List the many jobs that families must complete.

2. Talk about which family members could do each job.

STEP 5: DEVELOPING CENTER ACTIVITIES

The center activities are designed to enable the students to achieve the objectives of the program. The student should be able to see an obvious relationship between the objectives and the activities that must be completed. The activities must provide for student self-pacing and learning options. Step 6 (p. 15) will describe the procedures necessary to personalize the program to the specific needs and interests of each student.

One advantage of activity centers is that they provide program flexibility. The activities included with a center can be deleted, changed or expanded as student feedback is collected. An adaptable format is preferred for describing activities to the student.

Primarily for the above reason, but also because of their ease of handling and durability, activity cards are suggested for use with an activity center program. They provide obvious advantages for disseminating the center to other teachers.

There are two different kinds of activity cards that can be used with an activity center program.

1. Resource Cards

In order to enable students to achieve each objective, you must provide the resources needed for them to obtain the necessary information or basic skill instruction. There will most likely be specific articles, stories, pictures, audiovisual materials, demonstrations, etc. and other related information and materials from your existant school or personal resources that you will want your students to read or examine to achieve the objectives of the center. You will also need to collect or develop any additional resources that may be needed and/or helpful to students in getting the necessary information for achieving the objectives and for providing options to individual students in doing so.

When selecting or developing these resources, several important considerations should be kept in mind to serve as basic guidelines:

1. Variety-- the resources included in the center should provide students with some variety in (1) the types of materials and resources used (i.e. print and non-print, audiovisual, "hands-on" or action-oriented activities, resource people, etc.); (2) the amount of time or involvement required; (3) the nature of the learning experience; and (4) the size of the group that can be used.

2. Options-- the resources provided should provide students with some options or alternatives designed to meet differing student interests, preferences and needs; and opportunities to make some decisions as to those choices.

3. Ability Level--In order to maximize the individualized nature of learning activity centers, the resources provided should be purposely designed to provide for and develop students' differing levels of ability and talent. Resources that are too easy, too difficult, or do not appeal to a learner's unique talents rapidly become dull and boring causing the child to lose interest in the total learning program, however exciting it may become at some later point.

4. Appropriateness--Obvious, yet too frequently given lesser importance in our desperate search for resources meeting the other criteria, is the need to select, modify or develop resources to ensure their appropriateness to the students who will actually be using them. Inappropriate resources are just as frustrating as too difficult or too easy ones--perhaps moreso. There needs to be relevancy and meaningfulness between the objectives, the students and the resources to maximize learning results.

In preparing the resource cards, each card sould include the article or other materials if mounted or included, or clear instructions to the students as to where to find the needed resources (clearly labeled, organized and easily accessible) elsewhere in the activity center. The second part of the card should include the activity(s) to be completed and all necessary instructions or directions for the activity(s). An 8½ x 11" card is suggested. If unavailable, regular sized (unlined) paper may be used. Lamination will ensure their continued use.

Resource cards, particularly as they relate to a specific concept, tend to become outdated. They are used, in most instances, to provide background information or to develop certain kinds of skills. They are pre-prepared by the teacher and can range from a specific short article, reading or story to a series of comic strips, pictures, posters, etc.

A resource card might follow the suggested form shown on the following page.

RESOURCE CARD FORM Reduced from suggested 8½ x 11" size

ACTIVITY CENTER TITLE

_____

CENTER CONCEPT/SKILL AND TOPIC CARD # _____

_____ REQUIRED _____

_____ ELECTIVE _____

OBJECTIVE(S)

_____

_____

RESOURCE

Attach article or other materials in the space after the objective(s), or direct the student to those not contained on or with the card, complete with titles, descriptions, instructions, etc. as needed. The length or bulk of the article or materials may necessitate your use of the reverse side of the form; attached or separate envelopes or folders; or folders, packages, displays, A-V stations in the center, etc. as is appropriate to each resource. You may wish to give some directions to your students before they read or examine the materials.

ACTIVITY

The required or optional activities follow the article or materials. They should be labeled and provide as much direction to the student as possible. Activities may range from the answering of questions or definition of terms to drawing a cartoon to visually illustrate the message of a resource. Other than the fact that the activities relate specifically to predetermined resources and materials, the variety of activities would be quite similar to those found on task cards.

(Use reverse side if necessary--more than one sheet may be used.)

2. Task Cards

Task cards describe the required or optional activities that are necessary for the student to achieve the objectives of the center program. Unlike resource cards, the student is directed to other resources to secure the information or materials described on the card. The number of cards needed will depend on the objectives of the activity center. Use 5" x 8" cards.

The same kinds of activities may appear on either type of card. The major difference between the cards, in effect, is whether the teacher or the student will collect the resource materials necessary to complete the activities. Since the task cards include only activities and not any articles or other materials, a 5" x 8" size card will usually suffice.

TASK CARD EXAMPLE

ACTIVITY CENTER: "We All Need Each Other" CARD # 3

REQUIRED X

OBJECTIVE: List the many jobs that families must get done. ELECTIVE ___

TITLE of ACTIVITY: What Jobs Must Families Do?

Use the list of jobs you made for card #1. Find out more about each job from books, pictures, magazines, teachers, friends and your family.

Answer these Questions: (Tell or give your answers to the teacher)

Pts. (optional)

1. Which jobs need to be done everyday?
2. Which jobs are done once a week or once a month?
3. Which jobs must be done right away?
4. The adults will have to do what jobs?
5. Children can do which jobs?
6. Which jobs does everyone have to help do?

___ 7. Why does a family have so many jobs to do?

Do one activity from below:

1. Find and cut out pictures from magazines of jobs that your family does. Paste them on a piece of cardboard or heavy paper.
2. Draw pictures that show the jobs that you help do in your family.
3. Do the worksheet in the folder named "Jobs Families Do". Under the picture of each job, write the name of the person in your family who does that job.

___ 4. Find magazine pictures of family jobs in other countries. Cut them out and paste them on heavy paper. Tell your teacher what they are.

If possible, the task cards should include illustrations and as much visual appeal as possible. Each card may include both required and optional activities. Some cards may be totally optional if desired.

It is suggested that each student be provided with a form indicating the number and type of cards available for each center. Both resource and task cards should be included. Each card should be given an appropriate title.

ACTIVITY CENTER CARD TITLES FORM

Activity Center _____ # _____

Card #	Activity Title

A copy of the form should be placed with each center.

STEP 6: MONITORING STUDENT PROGRESS

Every activity center should have some form of a diagnostic pre-assessment. The pre-assessment is used to determine which (if any) activities are most appropriate to the needs and interests of each individual student. If several activity centers are in use, the pre-assessment may cover the objectives of all activity centers--the pre-assessment is then used to direct the student to the appropriate learning center(s). The pre-assessment must relate specifically to the objectives of the activity center(s), but need not be a formal test.

Accurate record forms are necessary to monitor the progress of the student through the activities of the center(s). A record keeping system is essential if instruction is to be individualized.

The success of the student in achieving the objectives of the program can be measured in various ways. Some teachers prefer to give formal tests, while others will evaluate only the activities completed by the student. The use of an activity center does not necessarily mean that evaluation procedures or methods need to be changed; it does imply however, the need for a well-defined process for monitoring the progress of the student.

Although different procedures may be utilized, there are certain suggestions that seem appropriate to the development of an activity center progress monitoring system.

Please consider the following recommendations:

1. Prepare a file folder for each student. The folder will be used as a depository for the student's work and will also serve as a progress check. If available, a file shelf or similar arrangement will accomplish the same purpose.

2. Prepare a total class planning form where students can indicate where they will be working (which center(s)) on a day-by-day basis. The form assists both the teacher and students in preparing materials and providing the necessary physical arrangements for the activity center. A blackboard, sheet of oaktag or pegboard can serve the same purpose.

Example:

ACTIVITY CENTERS

	1	2	3	4	5	6	7	8	9	N
Lynn										
Jane										
Dan										
Susan										

The date can be entered in the appropriate box by the student. When all of the activities for a center have been completed, the box can be filled in by the student. Different symbols can be developed to indicate various steps of progress.

3. Prepare the necessary instruments to measure the progress of the student.

   Consider the following questions:

   How will the assessments be given to the student?
   How will the students check their progress and receive immediate feedback?
   Will the students be allowed to check their own progress and

record their own results?
How will the results of the assessments be recorded?
What record forms will be used?
How will the assessments be used to individualize instruction?

3. Prepare an individual student progress record form.

Although it is likely that you may continue using an earlier record system, some modifications may be necessary. You may provide, for example, a system that permits students to examine their own records and record their own progress.

A record system similiar to the following example may be helpful.

ACTIVITY CENTER RECORD FORM

Center Title _____ Name _____
Class _____

Pre-Assessment _____
Post-Assessment _____

Date	Card #	Req.	Elec.	Pts.	Total Pts.	Comments

The record form should be designed to meet the needs of the activity center program. The format of the record form will vary considerably depending upon the grading and evaluation practices of each teacher and the degree of control given the student. The sample record form, for instance, indicates that the teacher will have some form of a pre and post-assessment and will use a point system for assigning grades. The space for comments is reserved for both student and teacher observations.

The Activity Center Record Form can also be used to plan the activities that will be completed by the student. After the pre-assessment has been given, the teacher and student can "contract" for the activities that meet the student's needs and interests. The form should be used in

conjunction with the Activity Card Title Form suggested earlier in this publication.

ADDITIONAL SUGGESTIONS

When developing the progress monitoring forms, there are some additional factors that may need your attention.

Please consider the following:

1. If possible, the same basic forms should be used with [illegible] center. A master (total class) record form may be [illegible] to an individual record form for each center.

2. It will be necessary to carefully monitor the amount of time that a student spends at an activity center. The Record Form might indicate an approximation of the time that each student spends on the center's activities. This information is helpful in improving or revising the activities. Time limitations may need to be established.

3. It may be helpful to record the number of activities available at a center (# of cards) and then mark off the number completed by a student during a specific period of time.

4. Actively solicit comments from students regarding each center's activities.

5. Develop a comprehensive evaluation plan for the activity centers. Consider how the activity centers relate to your total educational program.

6. Different grouping procedures may necessitate the use of different record forms. How will students be grouped to work on center activities?

7. Activity centers are established to achieve, in many instances, objectives that are not easily measured. Attention must be given to the student's self-directiveness, ability to work with others, etc.

8. Students need an orientation to the use of activity centers and responsibility in the evaluative process.

9. The type of activity center used may dictate a different form of evaluation. The procedures used for a required concept or skill center will likely differ from those used for an interest center.

CONCLUDING COMMENTS

The major purpose of this publication is to provide instruction in the development of activity centers that utilize economic education as their primary content or skill focus. A second, but complimentary purpose, is to develop a standard format that will permit the dissemination of the activity centers to other interested teachers. This purpose requires that the activity center designs be as complete and clear as possible. They should be in a form that can be readily used and understood by others. This represents, in effect, a blueprint for learning and will include all of the design specifications essential to their development and maximum use.

PART II

GUIDELINES FOR SUBMITTING ECONOMIC EDUCATION ACTIVITY CENTERS

INTRODUCTION

The purpose of this section is to provide direction in submitting activity centers for dissemination and teacher sharing. Certain forms and other relevant information must be included with the project.

Another teacher, with a minimal amount of effort, should be able to use your center. This criterion should serve as the primary guideline for the completion and submission of the activity center.

CONTENTS OF ACTIVITY CENTER PROJECTS

Each activity center submitted for credit and/or dissemination must include the following:

1. A completed copy of the Activity Center Objectives Form (p. 22).

2. A completed copy of the Activity Center Card Titles Form (p. 23).

3. At least one copy of each activity card developed for the program.
   Resource Cards - 8½ x 11"
   Task Cards - 5 x 8"
   If 8½ x 11" cards are not available--
   regular sheets of paper may be substituted.

4. At least one unmarked copy of each record form (progress monitoring) developed for the center.

5. A complete description of the activity center including any suggestions or directions that would be helpful to another teacher (p. 24).

6. A complete description of the physical arrangements suggested for the center (p. 25).
   When appropriate, illustrations, sketches, drawings and photographs should be included.

7. A least one unmarked copy of all assessments used with the activity center.

8. Include a bibliography of all resource materials used with the center. When possible, also include copies of all materials that you have developed yourself or modified for use with the center. (p. 26)

Please refer to Part I of this publication for additional directions and guidelines.

Remember:

The activity center must use economic education as its primary content or skill focus.

Every effort should be made to make the center as attractive and interesting as possible.

The center must make individualized learning possible.

The following pages may be detached and submitted for credit and/or dissemination. The forms are provided to aid the process of reproduction and dissemination.

Please type and proofread all information submitted.

OBJECTIVES

ECONOMIC EDUCATION ACTIVITY CENTER #____

Economic Concept/Skill: _____

Center Topic: _____ Level: _____

Center Title: _____

Developer: _____ School: _____

OBJECTIVES:

After completing this activity center, your students should be able to:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

(use reverse side if necessary)

CARD TITLES

ACTIVITY CENTER CARD TITLES FORM #_____

ACTIVITY CENTER _____

Card #	ACTIVITY TITLE

DESCRIPTION

PHYSICAL ARRANGEMENTS

BIBLIOGRAPHY

SUBMISSION CHECKLIST

Make sure that all components are included before submitting your activity center.

_____ 1. One copy of the Activity Center Objectives Form (completed).

_____ 2. One copy of the Activity Center Card Titles Form (completed).

_____ 3. At least one copy of each activity card (both Resource and Task Cards) developed for the center.

_____ 4. A copy of each record form (unmarked) used with the center.

_____ 5. A description of the activity center including directions or suggestions for its use.

_____ 6. A description of the physical arrangements established/suggested for the center.

_____ 7. A copy (unmarked) of all assessments developed for the center. Include a key whenever appropriate.

_____ 8. A bibliography of all resource materials used in the center.

_____ 9. A copy of all materials specifically developed or modified for use in the center.

SUBMIT YOUR PROJECT TO: _____

_____

_____

_____

( ) _____

( ) _____